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Development Needs of Students at Risk of Dropping Out in the Division of Lucena: Basis for a Proposed Intervention Program

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Abstract

Aim: The study aimed to determine the factors that affect students at risk of dropping out (SARDO) and proposed an intervention program based on the results.

Methodology: This study utilized the descriptive method of research. The respondents were the identified students at risk of dropping out who belong to the junior high schools of Lucena City. The number of 426 samples was determined using Gay's formula. A researcher-made questionnaire consisting of two parts and validated by three experts was used to gather data.

Results: The data collected were treated with appropriate statistical tools: average, weighted mean, and Spearman's rho. Findings revealed that the students at risk of dropping out were primarily male students. They were aged 15 years old and came from Grade 9. On average, they belong to low-income socioeconomic status. However, they are not poor, while most parents were high school graduates.

Conclusion: The psychological needs provided by the school and the self-fulfillment needs affect the students at risk of dropping out. According to the treated data, the said factors can weakly predict the students' tendency to drop out. Based on the results, the researcher proposed an intervention program that contains activities addressing the students' needs to influence students at risk of dropping out. The respondents rated the intervention program as acceptable, with an average summed score of 81.17.

Keywords: students at risk of dropping out, socioeconomic status, Hierarchy of Needs, intervention program

INTRODUCTION

Students at risk of dropping out (SARDO) were attending school. However, they showed a very high probability of leaving school without obtaining a diploma (Fortin et al., 2008). Particularly in France, the current dropout rate is 9.5% which is according to their target is within its limits. The French government recognizes that the educational system's success in their country is benchmarked by the schools' dropout rate (Desideri, 2016). This increased in 2016 to 10% (The Local, 2017). This is due to the gaping inequality between the privileged and disadvantaged students pulling the educational system down. An increase in dropout in the country can mean that students at risk of dropping out were not addressed. According to St-Amad et al. (2017), this might be due to students not feeling a strong sense of belonging. Their school system is elitist, favors bright students, and leaves struggling pupils behind. All in all, their programs could not address the problems of SARDO.

Meanwhile, in Asia, there were 34.3 million out-of-school adolescents of lower secondary age in Asia and the Pacific, accounting for 53% of the global total in 2013. There are more out-of-school adolescents than out-of-school children of primary age in the region, especially in South and West Asia (United Nations Educational and Cultural Organization (UNESCO) Bangkok (Thailand), 2015). Initially, identifying dropouts and students at risk of dropping out only started recently, particularly in India. It only started in the school year 2015-2016. In the available data B collected in 2012, the highest number of drop out in south east Asia was in Indonesia with a staggering number of 1,673,873 males and 1,335,753 females compared to the Philippines with only 582,245 males and 444,442 females (United Nations Educational and Cultural Organization (UNESCO) Bangkok (Thailand), 2017). Asian



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countries' dropouts from highest were Indonesia, Philippines, Vietnam, Myanmar, Thailand, Cambodia, Malaysia, Laos, and Timor-Leste.

In the Philippines, the government has already acknowledged students at risk of dropping out through its drop-out reduction program. In the recent data collected by the Department of Education (DepEd) in 2016 for Region IV-A, the 8% percent of enrollees in the Philippines came from the region. Almost 4% of them dropped out of school (Chua, 2016). According to Quezon City representative Alfred Vargas, there was also an increase in the dropout rate, whose data presented shows an 11 percent increase, equivalent to 4.8 million individuals dropped out from schools here in the country since 2012 (Porcalla, 2017). No data were found beyond 2016, but the number of enrollees last 2016 was around 24 million. The dropout rate in the region is relatively high. The data show that the country has a problem that needs to be addressed that the school stockholders should pay attention to because of its repercussions. According to present studies, students who are at risk of dropping out are characterized by excessive absences (Sabates et al., 2011). This propensity was further incorporated as part of the characterization of students who are at risk.

Dropouts have restricted mobility; hence, they have an atrocious consequence for the economy. They also have an inferior contribution to employment and hamper economic development. Consequently, the lesser overall skills level produced by the dropouts discomfords the global competitiveness. Students who drop out from school before attaining their diploma may experience extensive consequences on the labor market, financial market, health, and community over their entire lifetime. Most will be less employed, get below-average wages, and earn less income than more educated peers. Completing high school prepared for college or the workforce is challenging for a student who faces difficulties adapting and adjusting to the school environment. Hence, the researcher aimed to determine why the students are at risk of dropping out (SARDO). The study will look at the respondents' propensity to drop out according to their needs. Works of literature on this topic are dry. That is why this study was also sought. In the end, the data collected was used to create an intervention program that will address their problems and, importantly, pull these students from their status.

The study investigated the factors that affect the SARDO through the philosophy of hierarchy of needs by Abraham Maslow. The result of the study was used to create an intervention program that may be tested in another study to prevent SARDO from really dropping out or pulling them out in their status.

Maslow's Hierarchy of Needs Theory states that every person has needs to be met. Maslow suggested that the most basic need people have is to survive, including food, water, and shelter. An individual must have something to eat, to drink, and somewhere to call home before they can think about anything else. Suppose any of these physiological necessities is absent. In that case, an individual is motivated to meet and fulfill the need. Within the school premises, the students' needs are the priority of educators. This hierarchy of psychological needs comprises the longing for friendship, family, and intimacy that provide additional fortification and acceptance. The following level is esteem needs which have to do with a person being valued by others. The last and highest level is self-actualization. Self-actualization is attaining one's potential by finding one's place in society and attaining goals. According to Maslow's theory, students are more likely to drop out when they feel these needs are not met. Suppose there is a deficiency to the needs. In that case, it predominantly falls in students lacking success and failing to graduate and receive a diploma (Carter, 2017). As stated by Fisher and Royster (2016), the importance of Maslow's theory plays a huge role in students' success. The needs of self-actualization, esteem, safety, and physiological take a big part. Johnson (2009) stated that the school learning environment is preponderance, and it is detrimental to a students' success.

The predicament of high school dropouts is much correlated to Maslow's theory. Each level of the theory can be applied. Numerous educators have documented that it is impossible to teach a child if a student's basic needs are not met (Cole, 2008). When a child is famished, vagrant, or terrified, education will not be significant for that student. These aspects are frequently involved in a student's judgment to drop out of school. Safety is also a factor in students dropping out. School violence is an increasing problem. Students terrified of viciousness at school are more likely to depart (Johnson, 2009). The need for love/belonging and esteem is Maslow's higher level of needs. This can be an encouraging element for a child to stay in school; regrettably, these elements might also negatively influence. Staff and Kreager (2011) stated that even the peer significance could positively engage in education and school.

Peer significance can encourage certain disadvantaged youths to depart from school and divert to the anti-social performance that is frequently connected to mobs and violence. In these groups, young individuals discover belonging and esteem from those already estranged from the school culture; therefore, sooner or later, these influences lead them to leave school without obtaining a diploma. The highest need in Maslow's theory is self-



actualization. This may not be attainable by high school students. Nevertheless, undoubtedly graduating from high school can be the first step in achieving a career and sidestepping a host of unfortunate consequences (Lucky, 2011).

In conclusion, Maslow's hierarchy of needs theory helps explain the study. The needs included in the theory can be the foci of the study and be identified as the factors that might affect SARDOs. The study can utilize the theory and pinpoint which of these needs affected them, which helped draw the values education program. Using the said theory, the factors were grouped according to family, school, and environment and further broken down into the postulates of the hierarchy of needs, i.e., each has physiological, psychological, and self-fulfillment needs that were being provided.

Objectives

The study aimed to find out the reasons of students at risk of dropping out. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Sex;
 - b. Age;
 - c. Grade Level;
 - d. Socioeconomic Status; and
 - e. Parents' Highest Educational Attainment?
2. What are the factors that affect the students at risk of dropping out?
3. What is the level of acceptability of the proposed intervention program to the guidance counselors?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is a significant relationship between the student and their socio economic status.

Hypothesis 2: There is a significant relationship between student and the school environment.

Hypothesis 3: There is a significant relationship between the student and their environment

METHODS

Research Design

The descriptive method of research was used in this study. Kumar (2011) defines descriptive research as a prevalent study concerning the issue or problem under study. In this study, it was used to explore and describe a phenomenon and its characteristics by using a survey questionnaire. Further, this method is more concerned with what rather than how or why. Therefore, observation and survey tools are often used to gather data (Nassaji, 2015). In this study, the researcher determined the reasons of the selected respondents and found out the factors that affect students at risk of dropping out.

Population and Sampling

The study population consisted of junior high school students from the division of Lucena City with a total of 10,342. The sampling method used was stratified purposive sampling, also called judgment sampling.

Instrument

To gather data, two sets of questionnaires were constructed by the researcher. The first set was a modified questionnaire already used in a previous study. It was divided into two parts. The first part determined the respondents' demographic profile, including age, sex, grade level, socioeconomic profile, and highest educational attainment of the parents. The second part was a self-assessment rated by the students to determine the factors that influenced them to consider dropping out. The contents primarily came from the study of Vijay (2017), who identified the causes and consequences of dropping out of school. Vijay grouped the causes differently, which is according to school-related reasons, family-related reasons, and environment-related reasons in general. In the interest of the study, the researcher used the causes cited in the study and grouped them according to the hierarchy of needs. Thus, the causes were grouped into basic needs (physiological and security), psychological needs (love and



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belongingness and self-esteem), and self-fulfillment (self-actualization) and were listed in sentence form. The school factor included statements describing the school's needs from physical plants, teachers, and classmates. The family factor included statements that describe the needs given by the parents and siblings. The environmental factor included statements that describe the need provided by the friends and the immediate community. Each of the factors includes fifteen (15) statements, each with a total of forty-five (45) statements. All statements can be traced from the questionnaire cited but were made into sentence form. The formulation of the factors was also made with the reading from the related literature. The instructions and the statements for the second part have Filipino translations following the suggestion of the panel of evaluators. The questionnaire was answered through a 4-point Likert scale. The questionnaire was further validated by a psychometrician. After a careful examination of its contents, it was found that the questionnaire was reliable, and no items were removed or changed.

The second instrument used was Intervention Rating Profile-15 made by Witt and Elliott (1985), as cited in Carter (2010). It has 15 statements that can be used to measure educational interventions. The statements can be rated using a six-point Likert-type rating scale ranging from 1 (strongly disagree) to 6 (strongly agree). The total score is obtained. A moderate level of acceptability would require a total summed score of 52.5. The internal consistency of the instrument is 0.98.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

Upon the approval of the questionnaire, the researcher secured permits from the Lucena City division office that allowed her to gather the data from the 14 schools in the area of study. Then the researcher presented the secured letter to the heads of the schools to ask permission to distribute the questionnaire. Upon approval, the researcher then asked the teachers for the lists of their students at risk of dropping out. The researcher administered the questionnaire when the students at risk of dropping out were identified. The data were then obtained and analyzed. From the results, an intervention program was proposed. The program was subjected to content validation by selected Guidance Counselors to determine its acceptability to the users.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

1. Demographic Profiles of the Respondents in Terms of Sex, Age, Grade Level, Socioeconomic Status, and Parents' Highest Educational Attainment

Table 1

Frequency and Percentage Distribution of Respondents According to Sex

Sex	f	%
Male	394	92.30
Female	32	7.70
Total	426	100.00

Table 1 shows the frequency and percentage distribution of respondents according to sex. The table shows 394 (92.30%) males and 33 (7.70%) females. It implies that males were more likely to be at risk of dropping out than females.

This result goes with the data from child trends (2016) which stated that male youth and young adults are more likely than their female counterparts to have dropped out of high school. The policy research to nation-building



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also agrees that male students tend to drop t as shown by their study (PSA, Calculation of Annual Poverty Indicator Survey , 2014).

Table 2

Frequency and Percentage Distribution of Respondents According to Age

Age	f	%
11 years	10	2.35
12 years	12	2.82
13 years	44	10.33
14 years	75	17.61
15 years	111	26.06
16 years	66	15.50
17 years	84	19.72
18 years	24	5.64
Total	426	100.00

Table 2 shows the distribution of respondents according to age. As gleaned on the table, the highest number of students at risk of dropping out is in age 15 years with 111 (26.06%) SARDO, followed by 17 years with 84 (19.72%), followed by 14 years with 75 (17.61), and then 16 years with 66 (15.50%) respectively. The lowest frequency is 11 years with 10 (2.35%) SARDO. It implies that most students at risk of dropping were at age 15 years.

The result goes with the case in the US, whose dropouts are mostly 15 to 16 years old, constituting 5.3% of the cases (NCES, 2016). This agrees with the number of out-of-school youth in the Philippines, with 87.3% coming from 16 to 24 years old (PSA, One in Every Ten Filipinos Aged 6 to 24 Years is an Out of School Child and Youth, 2017).

Table 3

Frequency and Percentage Distribution of Respondents According to Socioeconomic Status

Monthly Income	f	%
4,999 and below	50	11.74
5,000 – 9,999	124	29.11
10,000 – 14,999	188	44.14
15,000 – 19,999	38	8.93
20,000 – 24,999	19	4.47
25,000 – 29,999	4	0.94
30,000 – 34,999	1	0.24
35,000 – 39,999	1	0.24
40,000 and above	1	0.24
<i>Note: Total = 426, Mean = 11,079</i>		

Table 3 shows respondents' frequency and percentage distribution according to socioeconomic status. It implies that most respondents had declared their family's average monthly income as 11,079, which falls in the range of Php10,000 to 14,999 with 188 (44.14%). Results revealed that the respondents' parents described their work as operating machines and semi-skilled jobs. Next is Php5,000 to 9,999 with 124 (29.11%), followed by 50 respondents whose parents are unskilled workers and receiving a monthly income of Php4,999 and below with no regular occupation.

Most of the identified students at risk of dropping out are low-income but not poor, with income ranging from Php7,890-15,780 per month (Albert, Gaspar, & Raymundo, 2015). The observation agrees that in the US, dropout rates are much higher in the middle low-income class than middle class but no difference with the poor



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(NCES, 2016). The Philippines' literature also supports this notion: poverty restricts one's view about education, thus causing them to drop out (PSA, Calculation of Annual Poverty Indicator Survey, 2014).

Table 4
 Frequency and Percentage Distribution of Respondents' Parents
 According to their Highest Educational Attainment

Highest Educational Attainment	Father	%	Mother	%
Elementary	66	15.50	36	8.46
High School	183	42.96	189	44.37
College	144	33.81	138	32.40
Post- Graduate	2	0.47	12	2.82
Others	31	7.28	51	11.98
Total	426		426	

Table 4 shows the frequency and percentage distribution of respondents' parents according to their highest educational attainment. It implies that the majority of the parents were high school graduates.

As shown in the table, 183 (42.96%) of the SARDO have parents who just graduated high school, followed by 144 (33.81%) who graduated from college, and 66 (15.50%) who were elementary graduates. For the others, 31 (7.28%) included parents who did not study, studied in vocational courses, or died.

The result of the study goes with the conclusion of Videnovic and Lazarevic (2017), who found that students dropping out of school do not always come from families with low socio-cultural and economic levels, nor all of them have bad relationships with parents, nor they have had a poor academic performance. It is an intricate interaction of many factors. Meanwhile, the study goes against Farah's study (2016). The study found that children from low-income families with less-educated parents have overall high dropout rates lasting on educational outcomes (Farah, 2016).

School Factors, Family Factors, and Environmental Factors that Affect Students at Risk of Dropping out

Table 5
 Student Responses on School Factors that Affect SARDO

Basic Needs	1	2	3	4	WM	Verbal Description
1. We have clean water in school.	30.05	25.83	30.29	13.85	2.28	Disagree
2. We have clean, comfortable rooms in our classroom or school.	29.11	22.77	37.09	11.04	2.36	Disagree
3. Our classroom has enough space for me and my classmates to comfortably work and study.	33.34	26.77	27.24	12.68	2.19	Disagree
4. Our classroom is well ventilated.	37.33	27	22.07	13.62	2.12	Disagree
5. The classroom is well lit.	36.39	25.12	24.42	14.09	2.16	Disagree
6. I feel safe in school and the classroom	29.82	25.36	27.47	17.38	2.32	Disagree
7. I am not bullied by my classmates or schoolmates	29.82	25.59	28.17	16.44	2.31	Disagree
8. I never fought with my classmate or schoolmate.	36.39	12.92	27.47	23.24	2.38	Disagree



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Basic Needs	1	2	3	4	WM	Verbal Description
9. I can participate in classroom activities without the fear of being wrong	27.47	29.58	21.84	21.13	2.37	Disagree
10. I feel good when I am with my classmates	37.80	23.71	23.71	14.79	2.15	Disagree
11. My teacher recognizes my strengths and helps me with my weaknesses.	31.46	22.07	27.94	18.55	2.34	Disagree
12. I feel confident when my teacher asks me questions during classes.	35.22	21.37	30.99	12.45	2.21	Disagree
13. I can go to my teacher to ask her for help.	24.42	24.89	37.80	12.92	2.39	Disagree
14. I can go to proper authorities in the school if I am emotionally bothered.	42.96	11.27	28.64	17.14	2.20	Disagree
15. I feel satisfied with my performance in the school.	40.15	17.61	20.43	21.84	2.24	Disagree
16. I am confident in joining school activities and organization.	26.30	29.58	24.18	19.96	2.38	Disagree
17. I feel successful when it comes to my studies.	28.17	22.54	30.52	18.78	2.40	Disagree
18. I contribute to different group activities.	20.90	23.01	27.70	28.41	2.64	Agree
19. I feel satisfied with my roles and responsibilities in the school.	15.73	14.56	29.82	39.91	2.94	Agree
20. I feel satisfied with my grades	29.58	24.65	29.35	16.20	2.31	Disagree
21. I regard school as a venue to achieve my full potential	27.00	23.24	26.53	23.24	2.46	Disagree
22. I recognize my strengths	34.28	16.44	30.76	18.55	2.34	Disagree
23. I use my strengths in school activities	42.73	13.85	26.77	16.67	2.17	Disagree
24. I perform school activities at my best.	27.94	21.60	33.81	16.67	2.39	Disagree
25. I have the potential to achieve the best version of myself from schooling.	24.65	38.03	16.91	20.90	2.33	Disagree
Weighted Mean					2.27	Disagree

Table 5 shows the students' responses to the school factors affecting SARDO. The basic needs are numbers 1 to 9, the psychological needs are 10 to 20, and the self-fulfillment is 21-25. All the basic needs expected in the school that were included in the questionnaire were not met according to the weighted means from the sample's responses. The fourth statement got the lowest average of 2.12, "Our classroom is well ventilated," followed by 2.16,



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which is "Our classroom is well lit." The third statement got 2.19 which is "Our classroom has enough space for me and my classmates to work and study comfortably."

The facility-related needs, "clean water" and "comfort room," got 2.28 and 2.36, respectively. According to research by coalition and civil groups in Cambodia, this lack of facilities can cause students to drop out (Sotheary, 2015). The data gathered by the study and the latter statement goes with the conclusion made by Shadreck (2013), who found in schools in Zimbabwe that lack of facility influences students to drop out. He added that factors that influence the dropout behavior of students are found throughout the school's organization, structure, and school climate (Shadreck, 2013).

Meanwhile, students at risk seem to experience bullying based on the data with the weighted mean of 2.31, which is interpreted as disagreement with the statement "I am not bullied by my classmates or schoolmates." This might be the primary reason for their disagreement to statements "I feel safe in school and the classroom" and "I never fought with my classmate or schoolmate," with a weighted mean of 2.32 and 2.38, respectively. The respondents disagreed that they could participate in school activities with a weighted mean of 2.37.

The study of Townstead et al. (2008) found that bullied girls are at greater risk of dropping out. It was found that boys being bullied are at a greater risk of dropping out than girls (Townsend, Flisher, & Chikobvu, 2008). The table also shows the student responses on school factors that affect students at risk of dropping out, precisely the school's psychological needs.

The students disagreed with most of the statements. The lowest is the statement "I feel good when I am with my classmates," with a weighted mean of 2.15. According to the review of the literature of Terry (2008), peers have a profound influence over high school's decision to drop out. Schools also must ensure that students' interpersonal needs are being met to nurture these students' development into emotionally healthy adults (Terry, 2008). The statement that followed are "I can go to proper authorities in the school if I am emotionally bothered," "I feel confident when my teacher asks me questions during classes," "I feel satisfied with my performance in the school," "My teacher recognizes my strengths and helps me with my weaknesses," "I am confident in joining school activities and organization," "I am satisfied with my grades," "I can go to my teacher to ask her for help" and "I feel successful when it comes to my studies" have weighted means of 2.20, 2.21, 2.24, 2.34, 2.38, 2.38, 2.39 and 2.40 respectively which falls in disagree. The previous statements talk about belongingness and self-esteem. This goes with the conclusion of the study made by St-Amad et al. (2017), wherein dropouts might be due to students not feeling a strong sense of belongingness in the school. In addition, students who are terrified of violence at school are more likely to withdraw from school (Johnson, 2009). On the other hand, Models have found that low self-esteem leads to frustration which eventually leads to dropping out (Brown, 2007). Ultimately, the school climate can influence students to drop out (Shadreck, 2013).

Statements "I contribute to different group activities" and "I feel satisfied with my roles and responsibilities in the school" have weighted means of 2.64 and 2.94, which falls in agree. The results contradict the related studies gathered. The possible explanation is that the students who do not feel strong belongingness and self-esteem seem to settle to their roles in the school.

With regards to self-fulfillment, as shown in the table, the statements "I use my strengths in school activities," "I have the potential to achieve my best version of me from schooling," "I perform school activities at my best," "I recognize my strengths" and "I regard school as a venue to achieve my full potential" have weighted means of 2.17, 2.33, 2.34, 2.39 and 2.46 respectively that fall under disagree. According to Walker (2014), school is a venue for achieving self-fulfillment through expressing their creative self and viewing that the school is a venue for achieving their full potential.

The sample's responses seem to disagree that the school helps them achieve their potential as individuals and thus cannot develop self-actualization. This further supports that those students who spend more time engaging in activities without specific purposes or specific responsibilities tend to drop out of school (Kim & Hull, 2012).



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Table 6
 Student Responses on Family Factors that Affect SARDO

Basic needs	1	2	3	4	WM	Verbal Description
1. We have a permanent shelter with electricity and water.	30.05	27.00	31.70	11.27	2.24	Disagree
2. I come to school with enough launch money to buy food	41.32	23.48	22.31	12.92	2.07	Disagree
3. I eat breakfast before coming to school.	29.82	28.41	25.83	15.97	2.28	Disagree
4. I have no worries that I will be hungry because my parents/guardians provide us with enough food,	34.98	27.47	28.41	9.16	2.12	Disagree
5. I have enough clothes.	43.43	19.72	24.18	12.68	2.06	Disagree
6. I feel safe with my guardian/family.	44.14	22.54	25.59	7.75	1.97	Disagree
7. I am not harmed by my parents or siblings.	37.56	21.84	27.70	12.92	2.16	Disagree
8. I am free to commit mistakes without fear of being rejected by my family.	23.48	26.06	38.27	12.21	2.39	Disagree
9. I do not feel anxious to open up to my family	35.69	24.18	20.90	19.25	2.23	Disagree
10. My family is supportive when it comes to my study	32.16	24.18	24.18	19.02	2.30	Disagree
Psychological Needs						
11. I feel loved by my family.	21.60	33.10	30.29	15.03	2.41	Disagree
12. I can share my problems with my family.	33.34	27.24	17.14	22.31	2.28	Disagree
13. I have a place that I can call home.	24.65	30.99	19.96	24.42	2.44	Disagree
14. I am accepted by the people I love.	27.70	20.19	30.29	21.84	2.46	Disagree
15. I can share my thought with my family without fear of being judged.	35.69	19.02	24.42	20.90	2.10	Disagree
16. I feel good about myself.	25.12	27.94	28.17	18.78	2.39	Disagree
17. I feel confident sharing my ideas with my family to solve challenges	37.09	18.78	28.64	15.50	1.19	Strongly Disagree
18. I am recognized by my family for my success.	25.12	26.77	32.16	15.97	2.39	Disagree
19. I do not feel embarrassed in front of my family if I commit	30.29	23.71	20.43	25.59	2.41	Disagree



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Basic needs	1	2	3	4	WM	Verbal Description
minor mistakes						
20.I feel satisfied with my roles and responsibilities at home.	31.93	16.91	29.11	22.07	2.41	Disagree
Self-Actualization						
21. My family helps me in achieving my full potential.	14.56	36.86	36.16	12.45	2.46	Disagree
22. My family and I recognize my strengths and flaws	27.24	47.89	11.51	13.39	2.37	Disagree
23. I don't feel rebellious.	27.00	12.68	28.41	31.93	2.65	Agree
24. I perform my responsibilities at home at my best.	30.99	14.79	27.00	27.24	2.25	Disagree
25. I enjoy the process of attaining my goals.	25.59	14.56	29.82	30.05	2.33	Disagree

Table 6 shows the students' responses to family factors. Specifically, Numbers 1 to 10 are basic needs, 11 to 20 are psychological needs, and 21 to 25 are self-actualization.

As gleaned on the table, the statement "I feel safe with my guardian and family" has the lowest weighted mean of 1.97, which falls on disagree. It is followed by statements, "I come to school with enough launch money to buy food," "I have enough clothes," "I have no worries that I will be hungry because my parents/ guardians provide us with enough food," "I am not harmed by my parents or siblings," "I don't feel anxious to open up to my family," "We have permanent shelter with electricity and water," "I eat breakfast before coming to school," "My family is supportive when it comes to my study" then "I am free to commit mistakes without the fear of being rejected by my family" with weighted means of 2.06, 2.07, 2.12, 2.16, 2.23, 2.24, 2.28, 2.30, and 2.30 respectively which all falls in to disagree. The average weighted mean is 2.18, which is disagree.

The respondents' responses imply that the student's basic needs are not being met. The data follows with the conclusions made by Torres et al. (2016), who found low-income families that cannot meet their basic needs cannot concentrate in school; subsequently, their chief concern is obtaining the daily needs of life. This may mean that the child who lacks the necessary material and emotional support to succeed in school thus causes them to drop out. According to Cole (2008), a child whose basic needs are not met is impossible to teach.

When it comes to psychological needs, as seen from the data, the lowest response is from the statement "I feel confident sharing my ideas to my family to solve challenges," which has a weighted mean of 1.19, which falls under strongly disagree. This implies that the respondents' average is not close to their family. This is followed by the statement "I can share my thought to my family without the fear of being judged" with a weighted mean of 2.10, which falls under disagree, then "I can share my problems to my family" with a weighted mean of 2.28 and followed by "I feel good about myself" and "I am recognized by my family with my success" which both have weighted mean of 2.39. The weighted mean of the previous statements falls into a disagreement. Statements "I do not feel embarrassed in front of my family if I commit minor mistakes," "I feel satisfied with my roles and responsibilities at home," and "I feel loved by my family" have an average weighted mean of 2.41.

The previous statements imply that the respondents seem not to meet the psychological needs that the family must provide. According to Blondal and Adalbjarnardottir (2009), adolescents who perceive that their parents are authoritarian or neglectful increase the likelihood of dropping out.

Meanwhile, statements "I have a place that I can call home" and "I am accepted by the people I love" have an average weighted mean of 2.44 and 2.46, respectively, and are interpreted as disagree. The averages tell that the respondents' average perceived that they do not have a home and are not accepted by the people they love. Acceptance of an individual is one of the critical factors in student success. This data corroborates other studies that parents who provide high acceptance, supervision, and autonomy complete their education.

Lastly, for self-fulfillment, the Statement "I perform my responsibilities at home at my best" has a weighted mean of 2.25. The statement "I enjoy the process of attaining goals" has a weighted mean of 2.33, making both



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statements disagree. This implies that respondents do not involve themselves with their family and does not enjoy the process of attaining their goal. Reaching one's potential by finding one's place in society and achieving one's goals is self-actualization. According to Maslow's theory, students were more likely to drop out when they felt their needs were not met. If their needs are not attained, then its outcome is that the student will not succeed and most likely will complete high school (Carter, 2017).

The statement "My family and I recognize my strengths and flaws" has a weighted mean of 2.37. The statement "My family helps me achieve my full potential" has a weighted mean of 2.46, making both statements disagreed by the respondents. This implies that the family of most of the respondents does not recognize the strength and flaws of the respondent, and they viewed that their family does not help them in achieving their full potential. The data gathered from students at risk of dropping follows existing research that states that when parents frequently speak with their children about school-related topics, they contribute to students' sense of school identification and general perception of control. As control and identification with the school are enhanced, these energizing internal mechanisms motivate students to be academically and behaviorally engaged in school activities, thus preventing students from dropping out of school.

However, most of the respondents agreed, "I don't feel rebellious," with a weighted mean of 2.65. The data gathered was in accord with the result of a study that general delinquency does not correlate with negative educational engagement " (Gasper & Hirschfield, 2011).

Table 7
 Student Responses on Environmental Factors that Affect SARDO

Basic needs	1	2	3	4	WM	Verbal Description
1. The school is accessible from our house.	17.85	23.01	36.16	23.01	2.64	Agree
2. There are enough vehicles for transportation to go to school.	12.21	27.24	36.86	23.71	2.72	Agree
3. I feel safe in the community.	29.58	18.78	33.10	18.55	2.41	Disagree
4. I feel safe when I go to school.	41.08	21.84	28.88	8.22	2.09	Disagree
5. We live in a safe area.	37.09	20.90	31.70	10.33	2.15	Disagree
6. I do not have toxic neighborhoods.	33.81	19.72	34.28	12.21	1.88	Disagree
7. There is a clinic/hospital that we can go to if we have health problems.	11.27	23.01	37.33	28.41	2.82	Agree
8. I can confidently roam around the community without the fear of being judged.	24.89	22.31	37.09	15.73	2.44	Disagree
9. I do not feel anxious to open up to my friends.	28.17	29.11	17.14	25.59	2.40	Disagree
10. I can express what I think to my friends.	30.99	25.12	21.84	22.07	2.35	Disagree
Psychological Needs						



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Basic needs	1	2	3	4	WM	Verbal Description
11. I have people that I can call friends.	26.06	19.72	36.39	17.85	2.46	Disagree
12. I am accepted by my friends.	26.30	19.72	37.33	16.67	2.44	Disagree
13. I feel good when I am with my friends.	33.81	20.19	29.58	16.44	2.29	Disagree
14. I am accepted by the people I love.	29.35	17.61	35.45	17.61	2.41	Disagree
15. I do not find acceptance by going to bars or billiard halls.	27.00	21.37	33.81	17.85	2.42	Disagree
16. I am recognized by my friends for my success.	28.64	17.85	38.50	15.03	2.42	Disagree
17. I do not find acceptance by loitering any time of the day.	29.11	15.03	36.16	19.72	2.46	Disagree
18. I feel satisfied with my roles and responsibilities in the community.	29.35	26.53	23.71	20.43	2.35	Disagree
19. I do not find acceptance by drinking alcohol or smoking cigarettes.	19.25	27.00	30.76	20.66	2.48	Disagree
20. I can help in the welfare of the community.	37.80	23.01	18.55	20.66	2.22	Disagree
Self-Fulfillment Needs						
21. I do not feel irritated with minor mistakes.	28.41	19.02	36.62	18.31	2.43	Disagree
22. I feel grateful for the things around me.	31.46	15.03	35.22	18.31	2.40	Disagree
23. I feel committed to the people I love.	30.76	18.31	32.16	18.78	2.39	Disagree
24. I reject copying the ways that I perceive as wrong.	34.28	13.15	33.34	21.60	2.41	Disagree

Table 7 shows the students' responses for the environmental factors; the basic needs are numbers 1 to 10, the psychological needs are 11-19, and the self-fulfillment needs factors are 21 to 24.

As shown from the table, the respondents' statements that were disagreed upon are the facet of security of the basic needs. The respondents disagreed with the statement "I don't have toxic neighborhoods," with a weighted mean of 1.88. "I feel safe when I go to school" has a weighted mean of 2.09, "we live in a safe area" has a weighted mean of 2.15, "I can express what I think of my friends" has a weighted mean of 2.35, "I do not feel anxious to open up to my friends" has a weighted mean of 2.40, "I feel safe in the community" has a weighted mean of 2.41 and lastly "I can confidently roam around the community without the fear of being judged" which has a weighted mean of 2.44. The results show that the respondents do not feel safe in their community.

The result conforms to existing research results that young people living in neighborhoods in which many residents live in poverty, experience persistent joblessness, and have low education levels are likely to develop limited educational aspirations and, thus, are more likely to leave school before graduating. According to the



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socialization perspective, these contextual influences might reinforce similar normative structures in relatively disadvantaged families. This hypothesis is supported by our finding that the positive impact of neighborhood distress on the risk of school dropout (South & Crowdera, 2003).

On the other hand, statements "The school is accessible from our house," "There are enough vehicles for transportation to go to school," and "There is a clinic/hospital that we can go to if we have health problems" were agreed upon by the respondents with weighted means of 2.64, 2.72 and 2.82 respectively. This shows that the presence or the absence of facilities in the community or the distance of the school does not translate to dropout. These findings go with the study in Africa, where dropouts were compared in rural and urban areas. It was found that dropouts can occur in rural and urban areas but are most diminutive in the former (Venter & De Hart, 2013).

The respondents disagreed with all the environmental factors, specifically psychological, as gleaned on the table. "I feel accepted by my friends" have a weighted mean of 2.29, "I feel satisfied with my roles and responsibilities in the community" have a weighted mean of 2.35, "I am accepted by the people the people I love" has a weighted mean of 2.41, statements "I don't find acceptance by going to bars or billiard halls" and "I am recognized by my friends with my success" have a weighted mean of 2.42, "I am accepted by my friends" has a weighted mean of 2.44, statements "I have people that I can call friends" and "I don't find the acceptance by loitering any time of the day" have a weighted mean of 2.46 and "I don't find acceptance by drinking alcohols or smoking cigarettes" has a weighted mean of 2.48. The average weighted mean is 2.41, which falls in disagree.

The data results imply that most respondents have no real friends and only find acceptance by loitering, drinking alcohol, or smoking cigarettes. The latter is specifically or heavily influenced by peer pressure. The data gathered are by existing studies that pointed out that substance abuse and peer pressure can influence students to drop out (Snyders, 2013). Furthermore, dropouts tend to take care of decisions for schooling or career guidance themselves than consult family and ethnic communities based on their perspective that they have no peers and no friends. In addition, without solid family protection, dropouts are likely to assimilate the cultures and norms of their poor minority peers and adopt an oppositional cultural frame of reference that may not be conducive to schooling success, such as alcoholism and others (Lew, 2004). Staff and Kreager (2008) stated that even though peer influence can contribute to a positive commitment to education and well in school hence, peer influence can influence specific clusters of underprivileged youths to withdraw from school and divert toward anti-social behavior that most of the time is connected to gangs and violence. The certain groups, young people discover esteem and belongingness from those estranged from the school culture. These impacts lead them to leave school without graduating and obtaining a diploma as time goes by.

Meanwhile, for the self-fulfillment, the table shows that statement "I can help in the welfare of the community" has the lowest weighted mean of 2.22, which falls in disagree. It is followed by "I feel committed to the people I love" with a weighted mean of 2.39, then "I feel grateful about the things around me" has a weighted mean of 2.30, "I do not feel irritated with small mistakes" has a weighted mean of 2.44 and lastly "I reject to copy the ways that I perceive as bad" which has a weighted mean of 2.47. The said statements fall in to disagree. This implies that the respondents perceive that they have no role in the community, do not commit to the people they love, and tend to copy ways even if they are wrong. This shows that reaching one's potential is by finding one's place in society and achieving one's goals. The respondents cannot develop self-fulfillment (Carter, 2017). Meanwhile, high school students may not achieve Maslow's utmost need for self-actualization. Nevertheless, completing high school can be the first step in gaining a career and eluding a host of undesirable outcomes (Lucky, 2011).

Table 8
 Spearman's rho between School, Family and Environment Factors
 and the Propensity to Drop-out from School of SARDOs

Variables	1	2	3	4	5	6	7	8	9
Self-Assessment	-0.063	0.016	0.005	-0.194**	0.027	0.009	0.011	-0.145**	0.051

Note: Significant at ** $p < 0.01$

- 1 – School Basic Needs
- 2 – Family Basic Needs
- 3 – Environment Basic Needs
- 4 – School Psychological Needs
- 5 – Family Psychological Needs



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- 6 – Environment Psychological Needs
- 7 – School Self-fulfillment
- 8 – Family Self-fulfillment
- 9 – Environment Self-fulfillment

Table 8 shows the correlation between self-assessment and the factors identified from school, family, and environment broken down according to the respondents’ needs. The p-values computed, lower than the accepted value of 0.01, correlate.

From these results, the factors that may predict the tendency of the student to drop out were the psychological needs provided by the school, which had a correlation coefficient of 0.194 and a p-value of 0.000, which was lower than the accepted value. The self-fulfillment needs to be provided by the family, who had a correlation coefficient of -0.145 and a p-value of 0.003, which was also lower than the accepted value.

The results were not surprising. Filipinos are resilient when it comes to basic needs. The lack of evidence shows that low socioeconomic status can mean that the respondents will drop out. Meanwhile, psychologically, the respondents are scattered and have no family and environment relations except the school. The result yielded that it somehow affects the respondents’ tendency to drop out even though it is weak.

The result goes with the study made by Moore (2017), who found that students who became alienated and later dropped out of school were characterized by feeling that they could not learn, feeling unwelcome, and uncomfortable. In addition to this, Shadreck (2013) has found similar results wherein drop-outs identified teacher-related factors that lead them to leave school. These factors were uncaring behavior, cruelty, negative comments, poor teaching, and the school climate.

Brown (2007) had identified factors that lead the students to drop out, most of which are the same psychological factors investigated in the subject such as they do not like school, could not get along with teachers, could not get along with other students, did not feel safe at school, they felt they did not belong, they could not keep up with school work and was failing school. Barhii (2012) had also found similar results from his research. He added that students tend to drop out when the school implements a poor disciplinary climate. The conclusion of Whannel and Allen (2011) agree that the teacher and the family influence student dropouts. They specifically pointed out low-quality student-teacher relationships.

Meanwhile, self-fulfillment needs to be provided by the family, which was correlated with the student's self-assessment for considering dropping out from school, found a weak negative correlation but still significant. This implies that families should provide venues for self-fulfillment that will help their children stay in school.

This result agrees with the literature studied in this research. Adalbjarnardottir (2009) stated that adolescents who perceive that their parents are authoritarian or neglectful increase the likelihood of dropping out. While parents who provide high acceptance, supervision, and autonomy tend to complete their education.

In contrast with the literature cited, the result of the processed data does not go with the authors' assumptions that lack of basic needs provided by the school, family, and environment have a uniform effect on the students’ tendency to drop out. The same case applies to psychological needs provided by the family and the environment, and self-fulfillment needs to be provided by the school.

Level of Acceptability of the Proposed Intervention Program to the Guidance Counselors

Table 9
Guidance Counselors’ Responses on the Acceptability of the Proposed Intervention Program for Students at Risk of Dropping out

Statements	1	2	3	4	5	6	WM
1. This would be an acceptable intervention for the child's problem behavior	0	0	0	0	1	5	5.83
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described	0	0	0	0	3	3	5.50



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3. This intervention should prove effective in changing the child's problem behavior	0	0	0	0	4	2	5.33
4. I would suggest the use of the intervention to other teachers	0	0	0	0	4	2	5.33
5. The child's behavior problem is severe enough to warrant use of this intervention	0	0	0	0	3	3	5.50
6. Most teachers would find this intervention suitable for the behavior problem described	0	0	0	0	3	3	5.50
7. I would be willing to use this intervention in the classroom setting	0	0	0	0	3	3	5.50
8. This intervention would not result in negative side-effects for the child	0	0	0	0	6	0	5.00
9. This intervention would be appropriate for a variety of children	0	0	0	0	4	2	5.33
10. This intervention is consistent with those I have used in classroom settings	0	0	0	0	2	4	5.67
11. This intervention was a fair way to handle the child's problem behavior	0	0	0	0	3	3	5.50
12. This intervention is reasonable for the behavior problem described	0	0	0	0	3	3	5.50
13. I liked the procedures used in this intervention	0	0	0	0	6	0	5.00
14. This intervention was a good way to handle this child's behavior problem	0	0	0	0	4	2	5.33
15. Overall, this intervention would be beneficial for the child	0	0	0	0	4	2	5.33
Total							81.17

Table 9 shows the responses of the selected guidance counselors regarding the acceptability of the proposed intervention program. An intervention program is said to have a moderate level of acceptability if the total summed score from the evaluators is 52.5 (S. L. Carter, 2010). As gleaned on the table, the average sum of scores is 81.17, which shows that the proposed intervention program is accepted according to the evaluators. The intervention program should contain strategies that are proven effective (Lamb & Rice, 2008).

Summary of Findings

1. The study revealed that many respondents (SARDOs) were male, whose average age was 15 years old, and most of them were from Grade 9. Based on their parent's income and employment, they belong to low-income families but are not poor. Most of the parents of the respondents are high school graduates.
2. Based on the results, the psychological needs provided by the school and the family's self-fulfillment needs have a significant correlation with computed values of -0.194 and -0.145, respectively. The p-value of the former was 0.000, and the latter was 0.003, which were both lower than 0.01.
3. From the evaluation of the selected Guidance counselors, the proposed intervention program is acceptable, with an average summed score of 81.17.



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Conclusion

Based on the summary of findings, the following conclusions were drawn:

1. Male students are more susceptible to dropping out of school than female students. SARDO can be found in all grade levels in junior high school and can become at risk as early as 11 years old. Socioeconomic status and parents' educational attainment were variable among SARDO.
2. The psychological needs provided by the school and the self-fulfillment needs provided by the family were the factors found to affect SARDO. The needs of SARDO based on the study were psychological needs as provided by the school, and self-fulfillment needs provided by the family can weakly predict the tendency of the students to drop out.
3. The proposed intervention program is Acceptable.

Recommendations

The following recommendations were made based on the conclusions:

1. The teachers, parents, and school administrators may use the study results to identify students at risk of dropping out, precisely their number of attendance and their consideration to leaving the school. More than the physical plants of the school, the teachers and administrators may consider meeting the psychological needs as important as improving the school facilities, explicitly providing a caring and warm psychological climate for the students where they are accepted by the school community. In addition, they may also consider developing the SARDO's self-esteem.
2. The teachers may inform or ultimately educate the family or the guardian of the students at risk of dropping out about their roles in providing self-fulfillment needs of their learners, which the school differently provides. The intervention program may be tested whether these will help reduce the students' risk of dropping out. The intervention program may address the needs of students at risk of dropping out.
3. The study results may be used to develop more intervention programs that will focus on developing self-esteem, love, and belongingness in the student at risk of dropping out and help the family realize their learner's potential.

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